**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 1st Grade** | | | **Date(s)**: Unit 2-Day 14 |
| **Unit Title:** Unit 2 – Understanding Place Value (Tens and Ones) | | | | **Corresponding Unit Task:** *Understand that the two digits of a two-digit number represent amounts of tens and ones.* | | |
| **Essential Question(s):** How does counting by 10’s help me count large numbers? How does counting by 10’s help me understand place value? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Number cards 0-9, Envision Unit 12-3 (P.M. pg. 43), Mix-It Up Game, “What’s My Number” sheet** | | **Student:** | | | **Digit, one-digit number, two-digit number, tens, ones, compare, greater than (>), less than (<) and equal (=)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.3**  *Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.* | | | | | |
| **I Can Statement(s): I can determine when a 2-digit number is greater than, less than or equal to another 2-digit number using appropriate symbols. I can explain why a 2-digit number is greater than, less than or equal to another 2-digit number using appropriate symbols.** | | | | | |
| **Activating Strategy/Hook:**   * Use “What’s My Number?”, teacher will read number puzzles (clues) for mystery number. | | | | | |
| **Teacher Directed: (whole group)**   * **Using number cards and symbols, students will come up and compare their numbers. Those that are not participating will write the equations that are being presented.** | | | | | |
| **Guided Practice: (small groups/partners)**   * **Mix It Up Game: Using number cards, each student will pull 2 cards to create a 2-digit number (specify which color number card will be the tens and which color number card will be the ones). Then compare the two made numbers using a number sentence using the appropriate symbols.** | | | | | |
| **Independent Practice:**   * **Envision Unit 12-3 (Practice Master pg. 43)** | | | | | |
| **Closing/Summarizing Strategy: (using math journal)**   * **Students will do problem solving activities comparing 2-digit numbers.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will use a math web to represent a number in a variety of ways. | | | One-on-One assistance to show how to group objects by 10s using a place value mat. | | | Students will explain to the class how they solved the story problem then pose the question to their classmates of how to solve the problem differently. |
| **Assessment(s): During independent practice observe students ability to compare 2-digit numbers.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Students’ understandings/misconceptions * Specific notes about student thinking * What do I need to reteach or review tomorrow or in the future * New ideas/changes for next time | | | | | | |